

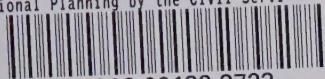
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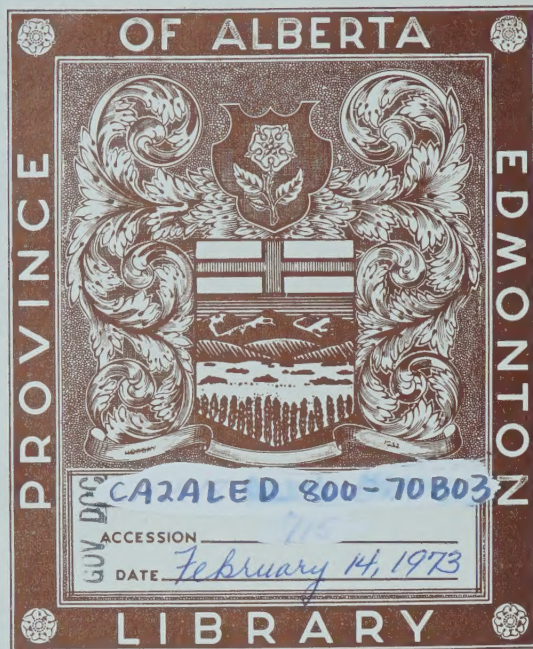
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Which Road
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VAULT 19



*"Would you tell me, please, which way I
ought to go from here?"*

*"That depends a good deal on where you
want to get to," said the Cat."*

LEWIS CARROLL

69. *Alberta*

A
Brief
to the

Commission On Educational Planning

from the

CIVIL SERVICE ASSOCIATION
OF
ALBERTA

•

APRIL 1970

R. C. SMITH
President

R. A. HARRISON
Executive Secretary

The preparation of this brief was authorized by the Provincial
Executive of the Civil Service Association of Alberta at its regular meeting,
February 6, 1970.

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Caird, H. P.		Edmonton

COMMITTEE RESPONSIBLE FOR PREPARATION OF THE BRIEF

Chairman

T. W. Broad

Members

D. Price

A. J. Thompson

R. C. Smith

B. Breadner

Staff Advisor

R. Donahue

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Foreword

As a result of the stated intention of the Commission on Education Planning to design activities which are intended to ensure that the views and aspirations of interested Albertans in all walks of life relative to the future of education in Alberta are heard and considered, it seems only natural that the Civil Service Association of Alberta should submit a brief to the Commission.

One reason for this assumption is that the Association is made up of over 16,000 employees in an extremely wide variety of occupations, who must be concerned about what is available to them, as individuals, in the way of continuing education. It has been said many times that, in our rapidly advancing technological society, re-training will probably be necessary, not just once but several times in one individual's lifetime, in order that those presently engaged in an occupation are not placed at an economic disadvantage in comparison to their more recently trained fellow workers.

Another equally compelling reason for the submission of a brief is that a great many of the members of the Association are homeowners—taxpayers—who have an abiding interest in how their tax dollar is to be used in the future development of educational opportunities and facilities. Added to this is the fact that these people have families to be educated and they are vitally concerned with the content, availability and scope of present and future education in Alberta in particular, and in Canada in general.

What follows here is an edited collection of some 25 briefs which were submitted to us by a wide variety of individuals and groups of individuals who are members of the Association. By their jobs, they range from clerks and caretakers to Social Workers and Teachers. We found a deep concern for the future of education among the young as well as the mature. And it is this group — the youth of today — to whom we will answer in the future.

We have classified our material as nearly as possible into the major subjects under which the Commission will classify its data. In this regard we should say that the classification of our ideas was perhaps the most difficult task because the thoughts on the general subject were almost inextricably intertwined.

Therefore our approach has been to first outline the problem, as we see it, and then where possible, suggest solutions.

With this in mind, we started at the beginning — Aims and Objectives.

The purpose of this brief is to outline the views of the Civil Service Association of Alberta on the future of education in Alberta. In order to do this we will first explain our basic assumptions and define its terms. In the following sections the views of the Association with respect to the educational changes needed to reach these objectives will be made.

R. C. SMITH, *President*

Aims And Objectives

Man

We believe the primary motivating force of man is to develop all his capacities in ways which serve to maintain and enhance himself. This self actualizing tendency is further illustrated by man's drive to move in the direction of increasing independence, self-regulation, and autonomy, and away from control by external forces.

Society

We believe that society is the creation of mankind and exists only in as much as it meets his needs. The purpose of society then is to aid the individual in his drive toward self actualization. To accomplish this end a commitment to the democratic ideal is accepted as the greatest hope for us all. Although the democratic ideal can be described in many ways, one of its central ideas is a belief in the dignity and worth of each individual. We subscribe to the belief that each man should have the right to his own opinions and thoughts and that each man should be in control of his own destiny with the right to pursue his own interest in his own way as long as he does not trample upon the rights of others. We submit that the democratic society's needs are served best by social processes and institutions which encourage the individual to be an independent, self-directing person.

Education

We believe that education is one of society's most important aids to the individual in his journey toward self actualization. Only in as much as it does this can education be justified.

A hungry man is not free — nor does a man in danger contemplate his independence. Therefore we submit that one of the prime functions of education is to help the individual obtain the basic necessities of life — food, shelter and safety.

Education in the past, and to a very great extent today, has aided the individual toward this goal by providing him with the skills and knowledge needed to exploit his resources and to develop a stable economy.

Once the individual has satisfied his basic needs another force comes into being — that of self esteem or status. Self esteem results from a feeling of belonging, of identity, a feeling of being useful and of contributing to others. In the past, when the preoccupation of man was with survival, he gained a feeling of being useful through his trapping, his clearing of the land, his production of food — his work. As society became more complex and people became more interdependent work progressed through a manual labour phase to a skilled labour phase. We are now entering what may be termed a "cognitive phase" — a phase where those who work do not work with their bodies but almost exclusively with their brains. As mentioned previously once man satisfied his basic needs he began to seek

"It is an ethic which has been so entrenched into the mind of society that by far the most important status symbol today is one's occupation."

self esteem. In North America this quest for self esteem was in no minor amount influenced by the Calvinistic or work ethic — an ethic which has persisted to the present. It is an ethic which has been so entrenched into the mind of society that by far the most important status symbol today is one's occupation. The cognitive nature of work necessitates longer and more complex training procedures than have existed in the past. As automation eliminates more of the unskilled and the skilled labour positions and increases the complexity of those jobs which survive, more and more emphasis will inevitably be placed on the training needed by the individual in order to secure these jobs. Education, both in terms of the number of years spent in school and in the complexity of the subject material taken, will inevitably become of greater and greater importance to mankind.

The word "job" has come to mean that for which one gets paid. A person who obtains the necessities of life through social assistance may be living just as well as another who "works" however, society considers the non-worker with disdain. Society is still in the clutches of the work ethic which infers that one who works is good and one who does not is bad. In the past people have had to work to survive and little danger existed that a primary source of self esteem would be eliminated.

Today, however, the need to work is diminishing. As computers become more economical and labour costs rise, more and more jobs will be eliminated. No one can predict an exact schedule but few will deny the signs that an age of leisure is swiftly approaching. What form it will take is debatable — short work weeks with many shifts and jobs for all or longer work weeks with jobs for the few highly trained specialists — one cannot tell. What is to happen to the displaced worker in this age of little remunerative labour? The most obvious answer is that another form of self identification, of status, of gaining self esteem must replace that of work. Education, in this context, is society's major force for change.

We believe the schools must begin to de-emphasize the value of work in its traditional sense. It must begin to teach the individual how to live and survive without work.

Thus the Association can see the need for the schools in the future to become increasingly involved with "education for leisure". Education for leisure must not be construed as training in busy work or training in meaningless forms of arts and crafts. Non-purposeful preoccupation soon wears thin and a feeling of frustration and resentment similar to that found in present day welfare recipients will set in. Education for leisure then, must include a confrontation with the basic philosophical issues of life.

"Recently education has become very popular as a status symbol and it has been suggested in all seriousness that one of the main purposes of education is to keep young people off the labour market."

Because the work ethic is so entrenched at present it will take a long time to orient society toward other status symbols. An interim measure which is beginning to become more prevalent and which should expand in the future is the trend away from unemployment and welfare patronism toward educational and training subsidization. The tremendous increase in self esteem which is gained from getting off the welfare rolls and into a position where one is striving toward a job makes one wonder who the old system of welfare was designed to serve — the recipients or the donors.

Increasingly the rate of change of occupational emphasis is being felt. There is a growing need to phase out obsolete jobs and train people for new ones. The stigma and loss of status involved in being unemployed, not to mention the financial burdens, make incidents such as those occurring during the recent difficulties with the Montreal mail truck drivers easy to understand. A system of remunerative retraining must of necessity be instituted if the smooth growth of society is to persist in the midst of the inevitable increase in the non-producers in society.

Education must communicate the notion that there is no loss of status in transition between jobs and it must also provide the training needed to make the transition. Another aspect of the involvement of education in the helping of the development of self esteem is the mere fact of going to school. Recently education has become very popular as a status symbol and it has been suggested in all seriousness that one of the main purposes of education is to keep young people off the labour market. Rather than be unemployed the individual can claim to be a student.

Ultimate Goal

The ultimate goal of self actualization is intimately related to the socializing instinct in man — his innate desire to get outside of himself, to communicate with others of his species. Simply to love. If one has true love he has little need for all the material and insignificant status symbols which our culture is so adept at developing. Without these crutches for the self concept an individual is indeed in a sorry state if he cannot gain the necessary self esteem he craves.

Love, one of the basics of life is a bad word in our schools today. It seems particularly appalling that such an important area of our lives has remained a forbidden topic for such a long time. Education for the future for the survival of mankind should emphasize love of fellow man.

Curriculum

Environmental Education

As population densities increase it is becoming increasingly important that man become sensitive to his environment, that he learn to live with, rather than attempt to change it to suit his own desires.

Environmental pollution results wherever civilized man set his foot. This is seen in the garbage that destroys the beauty of our countryside. It is felt in the carbonaceous and other chemical products of automobiles or industrial combustion or other contrived reactions. It is seen, felt and tasted in the water of our lakes and rivers. Water pollution results from water run-off from our gasoline saturated streets, from the waste of industrial processes, from the thousands of homes in our province whenever housewives unknowingly use well advertised products that destroy the ecological balance.

To combat this proclivity of man to cause the destruction of any other living thing in his neighbourhood, it is necessary, more probably mandatory, that society take strong measures to educate itself away from this tendency which will, if not checked, result in its own destruction.

"Although the educational authorities of today reject conditioning as a tool of the school, in some way we must condition our youth to abhor pollution and other man caused destruction of the biological balance."

It is the duty of all educational authorities in the province to set up a sequential course of studies in environmental education. A course of studies that should start in nursery school and gather strength and intensity until the twelfth grade is reached. Although the educational authorities of today reject conditioning as a tool of the school, in some way we must condition our youth to abhor pollution and other man caused destruction of the biological balance.

Environmental education must not be left to the schools alone. Every institute of higher education within the province should teach the subject. The professional faculties of the universities have an important role to play in environmental education. Those who educate engineers of all specialties should not consider their task complete until they have instilled in their students a sympathy and an understanding of the environment in which they work. It is little use preparing a civil engineer for the design of great earthworks and river diversions unless he has some comprehension of the long-term effects of his project. What is the use of preparing chemical or mechanical engineers to design and manufacture articles that will be of profound benefit to mankind if the factory in which he makes these objects is constructed with too little thought of its effect on its environment. This argument applies with the same weight to chemists, physicists, accountants and any others who are educated in such a direction that will place them in a position where they will be making business decisions, large or small, that will influence or change in some degree the ecological balance.

It is too late to educate our adult population away from the destruction that they cause. The education programme must commence with the youth of the province in order that they can rebuild what we have destroyed.

Along with this education of the students, the opportunity should be given in the community by providing the means for them to learn about behaviour. It is suggested that the emphasis on providing this information would have to be a continuous process. We recommend the expansion of the family life education and personal philosophy programs in the schools. Increasing population, increasing leisure and an increasing awareness of the nature of mankind are all factors which force people together and thus underline the need for educational programmes on how to get along with people.

Behaviour Education

The experience of our Social Caseworkers indicates an emphasis should be placed on the social sciences in the curriculums of the educational system whether it be elementary school, vocational school, junior college, adult education, or university. In the initial stages, this would not require that distinct courses be set up in the school system on such subjects as psychology, sociology and anthropology, however, perhaps a multi-discipline generalized course in human behaviour would enable the students to have a grasp of why and how they react in their community to other people.

"Educators in this province must be completely aware of the elementary fact that a technologically advanced society does not result from a corps of sophisticated designers — a scientific elite — superintending an army of dullards."

Vocational Education

Education in Alberta is oriented to university entrance. A 'good' education is not, in essence, much different than the classical education which was the standard in many European nations until changes were wrought by the industrial revolution. Resulting from this university or classical orientation is the notion that vocational education is for the dullards and the unruly.

Educators in this Province must be aware of the fact that a technologically advanced society does not result from a corps of sophisticated designers — a scientific elite — superintending an army of dullards. Excellence is required on every front in this industrial revolution and at every rank. It is little use to design complicated gadgetry here if the designs have to be sent elsewhere for manufacture.

Vocational education must, if Alberta is to advance on her own resources, be given a stature at least equal to that of the academic subjects. However, this granting of stature is often given lip service, but in fact, vocational courses are used as dumping grounds for the unwanted. This lip service, we submit, stems completely from the fact that many in the teaching profession do not have adequate knowledge of an industrial society.

"We are not propounding here the bland, acceptable-to-everyone statement, that all members of society, no matter how menial their task are necessary — we accept its truth without argument."

Educators should be brought into touch with those who can describe vividly the needs of the industrial world. We do not mean the personnel man who comes from the local big firm to give a little talk on career day. A working machinist should, possibly, be invited to give a talk on setting up a milling machine to cut a compound taper or the trigonometric aspects of measuring a screw thread over wires, perhaps a telephone plant man can give the notions of Boolean algebra that must be considered in his job. Teachers must learn that the complex tooling for mass production methods used in automotive, telecommunications, and other manufacturing industries are not made by graduate engineers or scientists. Nor are aircraft maintained in an airworthy condition by university graduates. Nor are the many other technological aspects of this society dependent upon university educated people. Our society though does depend upon the highly skilled tradesmen to produce the goods that we require and to maintain them in a serviceable condition until we dispose of them. We want to impress at this stage, that we are not propounding here, the bland, acceptable-to-everyone statement, that all members of society no matter how menial their task are necessary — we accept its truth without argument. We endeavour to assert that this society, because of the background of the teachers, is classically oriented, and that this facet of the educational process tends to belittle the tradesman and education that unabashedly prepares youth for the world of work.

To those who reply to our plea for skilled tradesmen, by stating that Alberta has no industrial plants of any magnitude, nor does it mass produce cars or those other things, those big plants are down East or in Detroit. We can only say this industry will forever stay down East unless Alberta prepares for the industrial world by educating those of its youth who show interest, desire, or aptitude for industrial occupations.

The money has been spent on equipping our schools; it is now left to our educators to see that the investment is used wisely to prepare skilled artisans for an Alberta of the future.

Trade Education

Trade education or apprenticeship training within the Province is the responsibility of the Department of Labour with the formal aspect of the training carried out in general by the Department of Education at the Institutes of Technology or by other government departments in similar establishments. The informal aspects or on-the-job training is a work situation whereby the apprentice is supposed to work with, and learn from, a journeyman tradesman at his usual place of employment. This informal training is the responsibility of the apprentice's employer who holds a formal contract with the apprentice. This contract is registered with the Provincial Apprenticeship Board which is charged with the duty of enforcing the Apprenticeship Act for those trades designated. There is no training set out for trades not so designated.

Much of the on-the-job training is a myth, and exists in name only, satisfying the needs of industry economically rather than the apprentice educationally. Furthermore, effective supervision of the apprentice-employer-journeyman relationship can only be carried out within the urban centres because of the obvious reasons of distance and sparse population. The apprentice in the rural areas must be given additional theoretical and skill training in to make up for those deficiencies in his work environment that cause his skill to be inferior to an apprentice trained in a well-run shop and working with a skilled journeyman on a good variety of work in an urban setting. This additional training could be given during the evenings or Saturdays at the nearest vocational school or by bringing them in to larger establishments such as the schools of Agriculture or the Institutes of Technology for one or two weeks practical work in between the usual six or eight weeks that they usually spend in these establishments each year. Also, there must be legislation clear, concise, and enforceable that outlines the rights of the apprentice and the responsibilities of the employer in order that educational considerations can balance the economic ones of labour under the pretext of training.

The examination methods of the Provincial Apprenticeship Board should be brought up-to-date and in-line with modern methods of evaluation. These examination results should be weighed according to a published formula together with the mark given by the institution responsible for the formal training, and the employers recommendation on his informal training.

Those persons interested in apprenticeship courses but without the necessary formal schooling must be given more consideration. The present method, available to those would-be apprentices lacking access to a centre where evening studies are provided, is to provide them with a one month cram course to make up for the missing one, two, three, or more years of formal schooling. This cram course often causes emotional problems and the material is often forgotten as rapidly as it was learned. We suggest that academic upgrading courses be provided at centres closer to the students homes and that they be spread over a longer period in order that the learning may take place at a more leisurely pace. Those measures we submit would improve the emotional health of the student and result in longer retention of the material. Such a course might even be considered education.

History

Every citizen of the Province should have a good grasp of events leading to the present time. This history should probably be combined with that of other provinces as the history of the Canadian West.

The culture of the Canadian West should not be permitted to erode into a continental culture; a bland sameness everywhere. This culture should be nurtured and fed to our children as something of which we are proud; and as a counter to the impressive forces of the visual media which are bound to reduce the culture to this continental blandness unless countered.

Our children should read of the Ukrainian pioneers who readily adapted to the Canadian West because of its similarity to their homeland. Children should learn of the native people that inhabited this area before the advent of the Hudson's Bay traders or the French adventurers. There is much to be taught about the groups that came to our west to avoid persecution in their mother countries. Their ways of life should be described to students that they may be enlightened to the notion that all in the province do not follow the same ways.

The great contribution to the founding of the Canadian West made by both of the founding nations of this country should be put into proper perspective by teachers and textbook writers who possess the knowledge and great heartedness to put the various facts into their proper place with the emphasis that is their right. Our schools should endeavour to teach an honest history of the Canadian West in order to preserve our rich and unique cultural heritage.

The preservation of our culture is a task that society requires from our schools. That the task is being assumed by the schools should be clearly visible at early grade level. However, in the high schools, we believe that a full course in the history of the Canadian West should be taught. Such a course, we believe, should be a prerequisite to the granting of a diploma of any type that indicates the completion of a stage in the educational process.

Driver Education

The automobile is an intrinsic part of our culture. In fact it could probably be said that our culture is largely based upon the automobile. Thus education cannot and should not avoid the automobile in curriculum planning. However, priorities must be recognized and so recognition must be given to the obvious, but often overlooked, common place fact that everything that is to be learned by our youth cannot be taught by the school. Furthermore, we make the query, can automobile driving be taught successfully? Driving is not just a matter of "this is the correct way and from this time on this is the way you will do it." Good driving is a question of maturity. This is not necessarily, we hasten to note, always a function of age.

It is our belief that the motor skills associated with driving should be taught by some organization devoted to that task rather than having the novice driver emulate the skills of his acquaintances whose abilities may not be quite as good as one might desire. The school could carry out this function but not we believe, at the taxpayer's expense nor should it be done during the normal school hours.

The school should attempt in other courses to engender the attitudes necessary for good driving. These attitudes are necessary for all good and kindly living which appears to us not to always be regarded with the importance that it should be. The importance of the automobile should be noted in giving survey or interest courses in the working and operation of the motor car. Some realization of the intricacies and the sophisticated engineering embodied into the modern car will help the student to comprehend the application of his pure scientific studies, and they might have some effect on driving attitudes, in that the student will realize that he is in charge of a fine example of modern engineering and treat it as such.

Teaching And Learning

Teaching in the Universities

The universities must come to an understanding of the standard of teaching required by society. It is not acceptable to have university professors regard the teaching function, especially at the undergraduate level, subsidiary to their research interests. In general society accepts the notion that it is good and proper that universities have a function of increasing the fund of available knowledge and that it is the university professor himself who should be operating at the frontiers of his discipline. However, we do not accept this as the major role of university staff.

The interests of the professors might well be in a particular line of research and that he prefers that to teaching. Many persons in more humdrum positions in society have interests other than their actual job; however, the exigencies of operating in society demand that they function in an acceptable manner in the role that they have accepted. The universities must come to grips with this problem. If the university has been provided with sufficient funds to operate a research institution, let them operate this and let others continue with the ancient and honourable function of universities that of imparting knowledge to students.

It is well known that the prestige of a university and of its faculty depend upon the number of graduate students that they are able to attract to the campus. It is also well known that the undergraduate students subsidize the research of graduate students. It is getting to be well known that the standard of instruction is very poor at some of our universities because of this emphasis on research and graduate students. It is past time when our universities should examine the problem. They should act at once to correct matters and give the undergraduates the attention that they need.

Facilities, and persons skilled and knowledgeable in adult education must be made available throughout the Province to assist groups or organizations wishing to set up adult education classes. Trade unions, agricultural societies, women's institutes and the like should be encouraged and assisted to set up adult study groups. Perhaps we will soon be at a stage when the Government should set up a Department for Adults to initiate schemes and provide ways and money for the education and interest of the adults.

Adult education has made much progress in recent years from the Federal Government manpower training schemes. The Provincial Government should also assist in this educational endeavour. The urban centres show increasing awareness that adult education is a responsibility of government. However this awareness has not struck the rural areas. Hence government must provide the push to ensure that the rural population gets the education that it needs and must have.

Adult Education

All citizens of this Province, young enough in mind to benefit from education, should have access to it. The educational institutes throughout the province should cater as much as is possible to the adult student. The universities, schools of agriculture, colleges, institutes of technology, and school systems must open their doors at day and at night to all who wish to learn.

That there is a need for adult education can be concluded from information drawn from the United States. In the 1960 census almost 40% of the adult population had less than an eighth grade education and of this group 8.3% had completed less than four years at school. In the same year only 7.6% of adults had graduated from college. Ten years ago the United States had more functional illiterates than it had college graduates.

Even those who consider themselves 'educated' (whatever the word means) must have access to opportunities to refurbish their skills, to update their knowledge and to learn the things that they need today to earn their living that were not known to anyone whilst they were being educated.

"Far too many employees literally vegetate in their jobs repeating and repeating some skill acquired in the first years of their employment."

The changes in the area of adult education within the next thirty years will be dramatic. Employees and employers from industry and governmental areas taking post secondary education will be commonplace. No longer will high school graduates enter the employment field to be trained on the job and continue working full time until their retirement. They will return several times during their normal employment year for some form of post secondary education. Employers will have accepted the benefits to them of better trained and better balanced employees and will initiate the steps to have them retrained, moved around in their organization to broaden the employees' horizons and stimulate their reactions.

Employers will actively cooperate in this because it will pay handsome dividends. Far too many employees literally vegetate in their jobs repeating and repeating some skill acquired in the first years of their employment. The advances in adult education can only be delayed by the problems of providing plant and instruction.

Adult education can be anything and many things. Information on leading questions of the day. Talks and film shows on special topics. Film shows with a narrator are frequent occurrences in the large cities, but rarely go out to even the smaller towns because, one supposes that the profit would be less. Skill building and hobby activities commonly taught in the urban centres are completely absent in our rural centres.

We have the people. Information on the educational level of the American people has been provided, and it is suggested that this will, in some degree, be similar to the Alberta statistics. The experience in Edmonton and Calgary has amply shown that it is almost impossible to provide enough educational courses for adults. It is now necessary to provide these opportunities to more adults in the Province especially in rural parts.

For our notion of Adult education see Appendix page 32 where we have provided a list of categories of adult education as published in the *Exeter Papers*, The Report of the first International Conference on the Comparative Study of Adult Education.

Correspondence Education

The purpose of correspondence education is to bring those who know into communication with those who wish to know but for various reasons are unable to meet the instructor and communicate on a face-to-face basis. Since there are many who cannot attend a formal learning situation be it from causes of illness, distance, financial, family responsibilities, legal confinement, or other pertinent reasons, it is incumbent upon the education authorities at a number of levels, school, school district or county, and province, to humanize correspondence instruction.

At its best, correspondence instruction is boring and for success requires greater power of concentration and motivation than most ordinary persons possess. For the learner with some degree of reading disability it is extremely frustrating. The large amount of knowledge that is presently available to the education profession must be applied to correspondence instruction.

The technological competence is available to design a video-tape projector (small T.V. set) of something on the order of a five inch screen size. Such projectors could be made available to all correspondence students with a number of lessons on video-tape. As the lessons were studied and the written assignments mailed to be corrected, then the used tapes could be returned and sequential ones received.

In this manner we believe that the standard of correspondence instruction could be raised to approach the instruction received by students in the urban centres. The use of audio-visual materials would reduce the difficulty of interpreting the printed word; moreover, abstract notions that are probably beyond the experience of the student could be presented with ease.

We believe that instruction presented in such a manner could be used in smaller schools that do not possess the staff with the professional competence to offer all the courses of study that individual students may desire. Students confined to institutions, hospitals or correctional, would not be deprived of their education during their confinement. However, this would require a high degree of flexibility and effort by a number of authorities to avoid the student falling behind with his work. These students in extremely rural situations would be offered an educational opportunity not otherwise available.

The audio-visual presentation would be a boon to those adults with family responsibilities who desire a high school education, and because the opportunity is not available in their community for evening studies they are frustrated in their desires.

The "Business" of Education

Since education is a provincial responsibility, we believe that the province has the power and the duty to regulate extra-provincial organizations that offer correspondence courses. Many citizens of the province are lured by newspaper advertisements to take up correspondence courses in subjects that they have insufficient educational background for success. After buying the course they become disillusioned, lose their motivation and their money.

Other businesses sending out their salesmen under the guise of education counsellors should also be more closely scrutinized than at present.

These two notions will become extremely important as the business side of education increases in size and importance.

Personnel

Teachers

We submit that the premise that a teacher can be trained at an early age and then proceed to apply their training for forty years without retraining is no longer realistic. The distinguishing factor in education as we approach the 21st century will be its continuity and this will apply to teacher and student.

Education will be recognized as the most important factor in society and the prime function of the universities will be to educate the educators.

The changes that we must have are not so much changes in the physical plants, although these will change to accommodate the use of changing technologies, but in the development of a more highly trained and educated; a more broadly experienced teaching force.

The big change that must come is the development of a core of elite teachers or, if you wish really professional teachers. These teachers will be taking courses as well as giving them; be conducting research on the effects of instructional procedures and who will be continuously in the process of being educated and re-oriented to keep up to date in our rapidly changing society.

All teachers should be required to have at least four years of university education. After a period of practical experience they should be required to take a term of educational research and re-orientation. More applied research should be carried out in the province and the practising teacher should be involved in this. An attempt should then be made to allocate the teacher to a different area in the system where he could begin the cycle again.

The Civil Service Association recommend that the Faculty of Education be re-oriented to provide continuing education for teachers and that larger grants be provided for research and development in educational practice.

The teaching profession is an extremely arduous one. To maintain rapport with thirty or so students when classes change seven or eight times a day makes heavy demands upon teachers. These demands on the physical and mental resources of the teacher increase with every increase in the permissiveness of society at large.

In order to be successful, a teacher must be able to communicate with youth. This does not suggest a teacher must be youthful. It is probably impossible to put rigid age limits on practising teachers because age, in the sense that we are discussing it, is such a variable thing. However, for those who have lost this ability to communicate with youth, the pensions of teachers should be such that they are able to retire after twenty-five years of service.

"We freely admit that it is the duty of our universities to search for excellence in their teaching and research staffs. However, we maintain that it is their duty to give priority to Canadian Scholars."

It is a dis-service to youth to give them teachers who have completed their useful teaching life and are coasting towards retirement. It is also a dis-service to teachers to compel them for financial reasons to stay on at a job when the pressures are almost too intense to bear. They should be permitted to retire with dignity and pass the burden on to younger people having the strength and energy to shoulder it.

University Instructors and Professors

We are concerned with the gradual and continual erosion of the Canadian culture.

In Western Canada one has the impression that communication lines between universities are freer and more numerous in the North-South direction than East-West. It is easier, we believe, for the administrators in university departments to engage staff in the United States than in other parts of Canada. This we submit is another manifestation of a cultural loss in this Province. We freely admit that it is the duty of our universities to search for excellence in their teaching and research staffs. However, we maintain that it is their duty to give priority to the Canadian scholars. By Canadian scholars, we mean those who have a commitment to this country by birth, naturalization, or a long period of residence, and who may be practising their discipline in Canadian or other universities or are students in Canadian or other universities.

Alberta is a predominately English-speaking region and we believe that selected scholars from the whole English speaking world should be invited to teach here as sessional appointments. Thus we expose our students to ideas from many cultures not just to one alone. Alberta would be a richer province culturally if the easiest pathway to the engagement of academic personnel were not taken. This is especially important in those faculties charged with the preparation of professional educators.

Administration And Organization

The Educational Year

The various universities do not agree on the operational year. Nor do the Institutes of Technology. Nor do the high schools. This non-synchronous operation is disadvantageous to the very students that they have a mandate from society to serve.

The elementary and junior high schools are satisfactory with the operational year as it now generally exists, however it may be necessary that these mesh with other institutes.

From junior high school on, different arrangements are necessary. The cost of building and maintaining a large educational plant precludes the existing practice of closing them down, for two months in the case of high schools and as much as five months in the case of universities. The taxpayer must get better value for his dollar than this. These institutions must be open on a year-round basis with suitable breaks at course endings wherein maintenance functions are carried out.

We are not discussing staff hours or encroaching on their traditional holiday periods. We are saying that the taxpayer cannot be expected to pay out larger amounts of money every year and see this invested capital idle through a substantial portion of the year.

The operational year of these higher institutions should so mesh that a student is able to leave high school and then proceed with something on the order of a two week break, to university, institute of technology, or agricultural college, whichever he desires. Furthermore, from his initial experience at one of these institutions if he feels that he has made the wrong choice he should be able to move smoothly into another institution without waiting for a year.

Students should be encouraged to start their higher education at other times than in the fall and they should be permitted to break for a rest at times other than spring. This, we submit, would reduce the peak load in the fall and the administrators' cries for more space. It would also permit the student to break his studies for work, holiday, or both, according to the size of his bank balance and the direction of his studies.

"We are of the opinion that the educational year should be divided into four quarters of about fifty-five instructional days each."

We are of the opinion that the educational year should be divided into four quarters of about fifty-five instructional days each. Adjustments would be made in the commencement of the quarters and in their length to suit the traditional holidays. The keystone to the operational year would be the traditional Christmas festivities. This would suit the fiscal year of many organizations. We also submit that the idea of an operational year, since it affects the Province at large, should be debated in the Legislature and embodied into the relevant Provincial statutes under which the various educational institutions operate.

The University Preparation of Adult Educators

There are some who regard the advent of the computer as a second industrial revolution, we do not subscribe to that view. In our view, change has been with us since the first tool was invented. Mathematically speaking it is the rate of change that is so rapid today, and it is for this very rapidity in the rate of change that educators must gird themselves.

Prior to 1946 it could be said that this Province was completely agrarian, the industrial revolution had hardly touched us. However, since the discovery of oil at Leduc, some sectors of our community have experienced rapid change while other sectors have stayed with the pastoral principle that things were always done this way and this is the way we will always do them.

Education is not confined to grades one to twelve, or even kindergarten to XII. There are sizable facets of the industry in our Institutes of Technology, Schools of Agriculture and other higher level institutions. These institutions accept youth direct from high school and they take in adults of all ages. Among other tasks, they are charged with are training and retraining the under-employed and unemployed, and giving basic skills to our native peoples. Some educators are charged with imparting skills and academic knowledge to the inmates of our gaols, correctional homes, hospitals for physically and mentally ill. Education in this province is not confined to the young. It is a never-ending process that serves to increase the worth of every citizen and as a result, it increases the conomic level of the Province as a whole.

The task of the faculties of education should be to prepare educators not just teachers. This Province needs, and the universities must provide, educators of all types in order that the various tasks that contemporary society expects educators to accept may be completed with skill.

Those persons interested in instructing at the tertiary level, between high schools and universities, have no method today of increasing their professional competence that is applicable to this level of education. Numbers of these persons take the standard Bachelor of Education degree which is not completely pertinent to the conditions and problems that are encountered in their occupations. This degree, as is well known, calls for course work in child psychology, history of education as it pertains to the elementary or common school, and a course of questionable value in educational administration. None of this material prepares those interested in instructing at other educational levels. None of these courses give insight into teaching mature people.

The universities must establish departments of Adult Education in order that problems encountered by those engaged in instructing at levels other than the public system may be discussed and practical solutions provided. These departments must prepare people interested in working at these levels. Consideration might be given to awarding the degree of Bachelor of Education without teacher certification as public school teachers since it is not always of interest to the student, and it does place unnecessary hurdles in the path of a person mindful of other educational goals than the public school. It is recognized that some other form of certification would be desirable for other types of educators. What we are arguing for here is more relevancy in course content.

There are educational programmes in our correctional institutions. There are programmes to improve the educational level of our native people. There are artisans instructing trade skills and crafts in this Province. Much of this instructing is done to an age group, and often a social group, that is ignored by our faculties of education. This should be remedied without delay.

University Evening Courses

The notion that evening courses should be provided only during the regular winter sessions should be abandoned as archaic. There are many citizens of this province who desire a university education but because of family responsibilities and financial restraints, are unable to satisfy this desire.

A case in point is engineering education. Resulting from the efforts of a branch of this Association, engineering studies are offered by the University of Alberta during the evenings of the regular winter session. However, the programme as laid out proposes a period of the order of ten years to complete the first two years of the four year engineering course. This is a terrible burden. (See appendix page 32).

There is a need for engineering education for those of our citizens who did not, or could not, take this education in their youth. That there is a gap in the university offerings is obvious from the large number of mature people who take the examination route to certification as professional engineers. These people study by themselves, take correspondence courses from organizations in this country, or the United States, who offer to prepare people for the professional examinations, or they take courses at the Institutes of Technology or University extension courses designed for the same purpose. The need is with us, now. The faculties in which these courses can be presented exist. The only obstacle is recognition of the problem by these at the University level who have the power to offer these courses.

We submit that there are many persons in many lines of endeavour other than teachers, for instance, who wish for opportunities for university education. These people, taxpayers of the province, should be given the opportunities to take evening courses throughout the year. In this way taking something like four courses a year they will be able to realize their ambitions in some reasonable time period rather than what appears to be a lifetime of study.

We have used engineering education as an example because of our previous endeavours and the fact that the programme is now public knowledge and can be studied. However, we believe that other professional opportunities should be offered to our citizens who have the desire, motivation, maturity, and capacity for these studies. We suggest that deep and earnest consideration be given in the cities of Edmonton and Calgary to offering, among others, studies towards the law degree during the evenings on a year round basis.

Food Service Education

It is necessary that those of our educational institutions that purport to educate for the food service industry increase and intensify their endeavours to educate and train superior practitioners of the various culinary arts.

In doing this, educators and administrators alike must recognize the difference between educating students in these arts and using the food service students as an adjunct to the domestic staffs to prepare the daily meals that are sold in the various institutional cafeterias. What is being done in these institutions is akin to the teaching of engineering students to design sophisticated transportation equipment for the future by having them work on the assembly line at General Motors.

To prepare the province for the inevitable expansion of tourism we ask that a School of Hotel and Tourism Service Management be opened in the Province to prepare and train staff for various levels of this industry. At such a school we envisage instruction in the latest methods of management to suit the largest of hotels interlaced with courses to prepare persons from some of the less advanced areas of our Province to share in this activity. By this we mean helping our native people to put some of their classic skills to advantage in operating as guides of various types. Also, preparing others to work in or operate food service or other similar operations. To set these people on the road to help themselves is a challenge, that we are sure that educators accept. We have herein presented a suggestion that is both practical and in accord with some of the expectations of the Province.

"This Association requests Legislative action forbidding the transmission of any student information to individuals and organizations outside the Provincial educational system."

Non-Educational Uses of Student Information

It is quite evident that at least one of the universities of this Province is releasing student information to organizations in no way connected with education. It is possible, unless checked, that this could lead to the release of such information as student progress and class position.

An increasingly common complaint in modern society is that of the invasion of privacy by individuals and organizations. Such matters as electronic eavesdropping and wire-tapping have been the subject of Royal Commission enquiries in this country. With the use of data processing equipment on a massive scale the invasion of privacy takes on another dimension. That of the release of personal information by an organization, given to it for a specific purpose, to another organization for a completely different purpose.

To prevent this occurrence, to preserve the integrity of our educational institutions, and to protect them from the ignominious slurs that have been directed against educational institutions in other countries, this Association requests Legislative action forbidding the transmission of any student information to individuals and organizations outside the Provincial educational system without the written permission of the mature student or the guardian of the minor. We also recognize the need for strict control within the provincial system.

The enormous wastage of potential students by economic selection cannot be reasonably justified. Current findings show that a large percentage of present university students come from the professional class. This is a natural outcome of present practise since the motivation to attend university in a professional family would be very high and the money to meet the costs of attending university is available. This tends to perpetuate a certain class of university student and ignores the rights of citizens from all over the province to obtain a university education and discriminates against financially underprivileged rural students even though almost the total cost of university is supported by the whole population.

Finance

The Cost of Education

As the educational system improves, so must the methods of providing the monies improve. It was not our interest nor desire to make an in depth study of educational finance; however, it is our submission that alternative methods of financing education must be found. The property owner, it is our belief, is carrying too great a burden of taxation at present, and much of this burden derives from educational costs.

Education must improve on an incremental basis. As improved technological processes become available, and their worth demonstrated, they must be embodied into our educational system. The money must be found to provide for the improved equipment in order that our society may continue to advance.

This Association takes the position that a sales tax on luxury purchases is the method that must be used to provide the needed money for higher educational costs. It is our belief that the property tax for education must not be allowed to increase further. Indeed in some areas of our Province steps should be taken to reduce this levy.

The present energy being wasted in bemoaning the costs of education should be channelled into convincing the taxpayers of the tremendous return on their investment. Every taxpayer is more easily able to pay his increased tax because of the investment made in education.

Dr. La Zerte in his report "School Finance in Canada 1955" shocked the public in his forecasts of probable costs in education principally in the field of technical education. The investment was made and the results should now be assessed to determine the value to education.

By the end of the twentieth century, the real value of education will be accepted and educational financing will no longer be the problem it now is.

The extension of the railroads in Canada heralded the birth of the nation but this squawking, struggling but disgustingly healthy kid must now be educated, and the federal government must now take a hand in the job. To continue the job started by the railways in unifying this land the federal government must take over the responsibility of all post secondary education.

In view of the financial problems of provincial governments the years ahead will see the federal government accept responsibility for post secondary education. This will present a fabulous opportunity to create a new elite teaching force across Canada in close co-ordination with the universities and the members of this group will become totally involved in research and educational development at the university level. These teachers

will be in a continuing educational process within a Canadian framework of all Canadian universities. This welding together of one educational effort will make possible a more intensive and extensive effort in Canadian research and will encourage the development and production of Canadian textbooks.

It is true that a parent living in the immediate vicinity of a university with the aid of scholarships, grants and bursaries, can have their children attend university with very little financial sacrifice.

What is the situation for a parent on an average salary who lives in Fort Vermilion or for that matter any rural point. The parent must provide transportation, additional living expenses as well as fees. The cost is prohibitive to a family on an average income in such a situation. This represents a loss of potential students which we can ill afford and is an unacceptable discrimination against citizens in certain areas of the province.

In view of the prohibitive cost of a university education for rural students, Association believes that other avenues of supporting these students must be explored — possibly this would take the form of paying the student a salary.

Apprenticeship Training

The costs of apprenticeship training should not be borne completely by the taxpayer at large but to some extent should be supported by a special tax on the industry benefiting from this training. This proposal would, we submit, cause industry to be more concerned with this aspect of education. Despite the participation of industry on advisory committees to the various trades it is, in general, apathetic to its manpower training needs. We are, of course, well aware of the financial participation of the Federal Government in Apprenticeship training, and are also aware that all industry and therefore all taxpayers do not benefit to the same extent from this aspect of the total educational programme. We suggest that industrial establishments should be charged two hundred fifty dollars per apprentice employed per year in order to defray to some small extent the cost of the system developed for their benefit.

Facilities & Material Resources

Efforts must be made to ensure that Canadian textbooks are used in Alberta schools and to the extent that it is possible, in higher, or other, educational institutions.

It is the view of this Association that we have scholars in this Province and in the other Provinces of Canada as able as those elsewhere. These Alberta and Canadian Scholars should be encouraged to write and the government should make arrangements for those books to be published. For elementary economic reasons it is probable that a book should be acceptable to a number of provinces in order to bring its cost down to a reasonable figure. However, let the fact not be missed, the educational market-place is one of the more lucrative markets in the business world today. There are at least two reasons why governments should ensure that Albertans and other Canadians should be in that market-place as vendors as well as purchasers.

Textbooks not written by Canadians and for Canadians are another way in which the Canadian culture is eroded into facelessness. We do not necessarily refer to social studies and literature books, but arithmetic and science books. We are well aware that some texts are edited for use in the Alberta system, however, we are also aware that some are not.

"An examination of texts used at the university level in the social sciences shows a proliferation of books on American themes for under-graduate courses; the American negro, the American city, the American Indian, etc."

We submit that as an arithmetic exercise one may find the air distance from Edmonton to Charlottetown via North Bay and learn equally as much as calculating the distance between Boston and San Francisco via Austin; moreover, the student will learn a little about Canada in the process of taking an arithmetic lesson. The use of foreign textbooks is especially noticeable in remedial and adult retraining classes.

Various levels of government should make grants to individuals to study and write textbooks for Canadians. Our belief is that such cultural benefits would accrue to society and that consideration must be given to grants, similar to those by the Canada Council for writers of textbooks for Alberta and Canadian educational institutions.

It is not the schools alone that miss the opportunities to teach the Canadian scene. An examination of texts used at the university level in the social sciences shows an proliferation of books on American themes for under-graduate courses; the American negro, the American city, the American Indian, etc. It is not denied that lessons can be learned from American studies. One must accept sound knowledge from whatever source. However, students in many courses in our universities have their reading directed to these American problems and are almost oblivious to Alberta and Canadian social problems. This, because the studies have not been made, the literature is too sparse, and other routes are easier. It is the responsibility of our universities to teach of the social context in which they find themselves. The onus is on Alberta universities to correct this in order that our youth may study our problems from our books. When this has been done the universities will be in a better position to teach, and the students in a better position to learn the cultural problems that exist elsewhere. From this position they will be able to view Canadian cultural problems from the viewpoint of Canadian culture, but with lessons from other cultures in mind. Then we believe they will be educated to comprehend Canadian problems.

Education is one of the largest markets there is and one that is expanding rapidly. The taxpayer has the right to demand that the major portion of his educational tax dollar be spent in Alberta for the benefit of Albertans or other Canadians rather than the money being siphoned off to make profits in other countries.

A strong university press should be established in Alberta. This press should publish the scholarly works written by Alberta scholars as a

"From the cultural point of view, price differentials greater than these must be acceptable as the price to pay for a Canadian Culture."

duty to scholarship itself. This press should also publish textbooks for use in the school systems of Alberta in order that the market be tested for the particular work.

The question should a purchase be made in Alberta or another part of Canada at a higher price than would be paid by importing a similar product from another country is one that can never be answered satisfactorily. Setting aside cultural questions, our position is that purchases wherever possible should be made in the district, province or country where the taxes are collected. We believe that Alberta fabricated educational materials fifteen percent higher than the laid down price of foreign material and Canadian fabricated materials ten percent higher than equivalent foreign materials both laid down in Alberta should be acceptable and would benefit the Alberta economy. From the cultural point of view, price differentials greater than these must be acceptable as the price to pay for a Canadian culture.

Education Within Provincial Correctional Institutions

Educational change must also penetrate the various correctional institutes within the Province. Many types of educational programmes must be available, cafeteria-style, that the inmates may select the one that is to their liking. The style of presentation — teaching method — must be adjusted to the student. New methods must be investigated. Methods that will motivate those whom society has institutionalized and are thus confined for the whole day, every day; the whole week and every week, until his time is done. These motivational methods must, of necessity, be superior to those found satisfactory in the normal schoolroom.

Traditional education courses might have to be discarded, especially in those institutions that cater to the young offender. Here consideration must be given to vocational courses. Courses of interest and practicality wherein the student is motivated because he can feel and see the results of his learning.

Arrangements must be made by the institutions for young people to continue inside the institution the exact schooling that they were taking outside. Also the opposite must apply, the continuation, without interruption, of courses that were started within the institution.

"This Association takes the position that society must investigate the use of advanced educational technology for use within the institutions."

Educational media must be considered within the institutional context. This Association takes the position that society must investigate the use of advanced educational technology for use within the institutions. We see no reason at all why lessons cannot be transmitted orally and visually over telephone lines or via the airwaves to the students or any particular student who is in need of the help.

Education must not be restricted to the young; imaginative courses must be designed for the many mature native people that are incarcerated. These courses should be in many educational directions. From the most elementary academic skills, though pitched at a level suitable for the mature whose mother tongue is probably neither English nor French. (To our knowledge there has not been research in this Province to teach these basics to the mature — even those of the English tongue.) Through the various vocational courses on to culture and citizenship in its many aspects.

The concept of education within the gaols and other houses of detention must include all notions of adult education from art and music to discussion groups and travelogues. It is the position of this Association that the educational programmes must be available and they must be adjustable to the taste of any inmate that shows interest. The libraries must be large, diverse in subject matter and continually changed in order that previously unread books may be selected.

A number of Provincial departments could take an interest in this aspect of education. Educational courses offered under the auspices of the Attorney General's Department must agree in all aspects with courses offered by other Departments interested in education such as Education, Labour, Agriculture, and Lands and Forests. These other departments must comprehend in its entirety the problems and aims of education within correctional institutions. They must be flexible in the interpretation of their rules so that the freed prisoner will not encounter difficulty with his institutional education. In this matter we especially urge the Provincial Apprenticeship Board (the agency within the Department of Labour responsible for the education of tradesmen) to set up co-ordinating machinery whereby persons who commence trade training within Provincial institutions are enabled to continue this training on their return to normal life. Such machinery will have to be co-ordinated with employer organizations within the Province as well as the well known societies concerned with penal reform.

On the matter of prisoners who are taking, or could take, post-secondary education, that it would be good not to interrupt, or similarly, it would be good for the prisoner to take, we recommend most strongly that the courts and parole boards examine the matter with sympathy and humanity. Within this section of our brief we have challenged Alberta society to look on education within the penal institutions as a many faceted institution, society must accept this challenge and improve each of these facets both within and without the walls of the institutional system.

Agricultural Schools

The Schools of Agriculture have been one of the major influences to bring western agriculture from the homesteading phase into the scientific phase. That task is not yet complete, nor, probably, will it ever be complete. As advances are made in farming practices in universities and experimental farms, the Provincial Schools of Agriculture must share with the University of Alberta the task of disseminating this new knowledge down to the dirt farmer, feedlot operator, or other people in the total business of farming.

However, at this point in time our Schools of Agriculture have no identity and no sense of direction. With the great expansion in education occurring it appears that those fine schools with their exceptionally

"The educational experts often have little shrift or feeling for agriculture and the hayseeds, they press for more 'important' things such as lighthouse school districts in our cities."

well-prepared staffs are being forgotten. The educational experts often have little shrift or feeling for agriculture and the hayseeds, they press for more 'important' things such as lighthouse school districts in our cities.

These schools must be given an identity and a sense of direction. We submit that they could be removed from under the aegis of the Department of Agriculture and placed with the Institutes of Technology and the Vocational School at McMurray under the Department of Education. Thus these institutions will be in a position to proceed in a united and coherent fashion to their joint task of raising the skill level of practitioners in trades and occupations and providing the technicians so sorely needed in all areas of applied science.

It must also be regarded as urgent to provide other educational needs at these colleges. They must become vital forces in their geographic areas, providing all measures of education in disciplines or areas that they have not as yet ventured to enter. These schools must take up, on a substantial scale, adult education — the whole spectrum — from basic academic skills to advanced management techniques as befits their respective areas.

Consideration must be given at these schools to student services in order that students may have some expectations of the course offerings, course requirements and prerequisites. A Student Councillng Service should be installed without delay, a service staffed by professionals with a good grasp of community problems and aspirations and also knowledge of Provincial and Canada-wide information on careers. It is also necessary that the school give consideration to the student in many matters, recalling that the school is for the students, not the administrators.

The educators at these institutions, together with provincial farm leaders, community stalwarts, and government members might consider some sort of an arrangement for an apprenticeship scheme for farm and rural youth. This scheme would provide for the large agricultural sector of the Province in the way that industrial elements are catered for. It would ensure that the latest methods and practices in operating the farm as a business are brought to the notice of the young farmer. Apprenticeship has been successful in the industrial sphere, the probability is that it would also be successful in agriculture. At least it might break the chain of passing antiquated practices down family lines. Some links of this chain have been broken by 4-H endeavours, other links must be broken.

These schools have the opportunity and the challenge to lead the activities of their communities. They must lead the agricultural thinking. They must lead as practitioners of adult education. They must lead their communities into healthy and interesting leisure activities. They must lead their communities to cultural activities by bringing plays, music, speakers, and other activities to their halls. Doing this would generate a sparkling culture in these regions and make community centers out of the schools. No less than this could be accepted. At least this must be done.

APPENDIX

Categories of Adult Education

1. *Remedial Education: Fundamental and Literacy Education.*
(A prerequisite for all other kinds of adult education.)
2. *Education for Vocational, Technical and Professional Competence.*
(This may either be to prepare an adult for a first job, for a new job, or continuing or further education for an adult to keep him up to date on new developments in his occupation or profession.)
3. *Education for Health, Welfare, and Family Living.*
(including all kinds of health, family, consumer, planned parenthood, hygiene, family relations, child-care, etc.)
4. *Education for Civic, Political, and Community Competence.*
(including all kinds of educational programs about government, community development, public and international affairs, voting and political education, etc.)
5. *Education for Self-Fulfillment.*
(including all kinds of liberal education programs, education in music, the arts, dance, theater, literature, arts and crafts, whether brief or long-term. All programs which are aimed primarily at learning for the sake of learning rather than to achieve the other aims included in the other four categories above.)

Excerpt from:

Excerpt from:
The Exeter Papers

Report of the First International Conference on the Comparative Study of Adult Education, p. 9.

THE UNIVERSITY OF ALBERTA
EVENING CREDIT PROGRAM

FIRST TWO YEARS OF ENGINEERING

NOTES: 1. Numbers in parentheses after course numbers indicate Arts and Science equivalents acceptable to the Faculty of Engineering. In the Evening Credit Program these courses normally will be offered instead of the Engineering equivalents.

2. Full year courses are underlined.

3. Half year courses: I — First Term

II — Second Term

COURSES	Terms	Hours	Class Sessions per week
FIRST YEAR (Common to all programs)			
Chem 202 (200)	I & II	(3-3)	2 or 3
Economics 200	I & II	(3-0)	1 or 2
Engl 210	I & II	(3-0)	1 or 2
Math 214 (201)	I & II	(5-0)	2
Phys 230 (240)	I & II	(3-3)	2 or 3
D G 152	I	(2-3)	2
Mec E 154	II	(3-2)	2
SECOND YEAR (Not all of the following courses are applicable on all programs)			
Chem 370	I & II	(3-3)	2 or 3
Cmput 310	I & II	(3-0)	1 or 2
Geol 230	II	(3-3)	2
Math 312	I	(3-0)	1 or 2
Math 313	II	(3-2s)	2
Math 314	I	(2-0)	1
Phys 330 (340)	I & II	(3-3)	2 or 3
Ch E 224	II	(3-1)	2
Ch E 256	II	(3-1s)	2
Civ E 251	II	(2-2)	2
Civ E 263	I	(3-3)	2 or 3
Civ E 264	II	(2-0)	1
E E 230	I & II	(0-3)	1
*E E 255	I & II	(2-3/2)	2
Mec E 252	I	(3-0)	1 or 2
Mec E 253	II	(3-0)	1 or 2
Mec E 260	II	(2-3)	2
**Met E 255	I & II	(2-3/2)	2
Met E 256	II	(3-3)	2 or 3

* To be taken also by students requiring EE 254.

** To be taken also by students requiring Met 253 or 254.

CYCLE OF COURSES TO COVER FIRST TWO YEARS OF ENGINEERING

YEAR A	YEAR B	YEAR C						
<table><tr><th>Group 1</th></tr><tr><td>Math 201 Mec E 154 (II)</td></tr></table>	Group 1	Math 201 Mec E 154 (II)	<table><tr><th>Group 2</th></tr><tr><td>Engl 210 D G 152 (I)</td></tr></table>	Group 2	Engl 210 D G 152 (I)	<table><tr><th>Group 3</th></tr><tr><td>Chem 202</td></tr></table>	Group 3	Chem 202
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Phys 240								
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<table><tr><th>Group 7</th></tr><tr><td>C E 263 (I) C E 264 (II) C E 251 (II)</td></tr></table>	Group 7	C E 263 (I) C E 264 (II) C E 251 (II)	<table><tr><th>Group 8</th></tr><tr><td>Cmput 310 Mec E 252 Mec E 253 (II)</td></tr></table>	Group 8	Cmput 310 Mec E 252 Mec E 253 (II)	<table><tr><th>Group 9</th></tr><tr><td>Phys 340</td></tr></table>	Group 9	Phys 340
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Group 9								
Phys 340								
<table><tr><th>Group 10</th></tr><tr><td>E E 230 E E 255 Met E 256 (II)</td></tr></table>	Group 10	E E 230 E E 255 Met E 256 (II)	<table><tr><th>Group 11</th></tr><tr><td>Chem 370 Ch E 224 (II)</td></tr></table>	Group 11	Chem 370 Ch E 224 (II)	<table><tr><th>Group 12</th></tr><tr><td>Met E 255 Ch E 256 (II) Mec E 260 (II)</td></tr></table>	Group 12	Met E 255 Ch E 256 (II) Mec E 260 (II)
Group 10								
E E 230 E E 255 Met E 256 (II)								
Group 11								
Chem 370 Ch E 224 (II)								
Group 12								
Met E 255 Ch E 256 (II) Mec E 260 (II)								

NOTES:

- The above cycle makes it possible for a student to complete the first two years of Engineering in a minimum of 11 or 12 years depending on the program he follows and the year he enters the program.
- Because of prerequisites a student can progress through a program without interruption only if he selects his courses according to one of the following sequences.

Start Program

Sequence

Year A

Group 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

Year B

Group 2, 3, 1, 5, 6, 7, 8, 9, 4, 11, 12, 10.

Year C

Group 3, 1, 5, 6, 7, 8, 9, 10, 2, 12, 4, 11.

- The program will be phased in gradually over twelve years. Courses to be offered in the first six years are:

1969 - 70 — Group 1

1972 - 73 — Group 1 and ..

1970 - 71 — Group 2

1973 - 74 — Group 2 and 5


1971 - 72 — Group 3

1974 - 75 — Group 3 and 6

Those societies which cannot combine reverence to their symbols with freedom of revision, must ultimately decay either from anarchy, or from the slow atrophy of a life stifled by useless shadows.

ALFRED NORTH WHITEHEAD

Symbolism: Its Meaning and Effect



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